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STAFF AND FACULTY MANUAL
OF
SYSTEM AND ORGANIZATION

Department of Education

Government of American Samoa

TABLE OF CONTENTS

	Page
Assistant Supervisor of Television Production	15
Artist	15
Adult Education	6
Adult Education, Supervisor	22
Administration and Supervision	22
Curriculum	3
Cameramen	15
Classroom Instruction Supervisors	20
Classroom Teacher, Elementary	17
Classroom Teacher, Secondary	20
Directors	13
Evening Programs, Supervisor	22
Elementary School Supervisor	19
Guidance, Supervisor	21
General Policies	23
Instructional Team	2, 11
Lesson	8
Librarian (Research)	17
Librarian	21
Method	7
Objectives	1
Principals, Secondary	20
Principals, Elementary	18
Photographer	16
Planning	10
Producer-Director	13
Production Supervisor	14
Production Supervisor (Assistant)	15
Research Teacher	12
Samoan Television Teacher	12
Television Teacher	11
Tests and Measurements, Supervisor	21

THE EDUCATIONAL PROGRAM

THE OBJECTIVES

The new system of instruction in the schools of American Samoa has two initial objectives: 1. To improve the quality of instruction, 2. To raise the achievement level of the children.

These are the simple broad objectives, but it is clear that to achieve these broad objectives there must be established and underscored a complex of sub-objectives. Among this supporting complex of objectives are the following:

1. To improve the technical and subject matter competency of the native Samoan teachers.
2. To prepare the great bulk of Samoan children to live and work and make a better life for themselves in Samoa.
3. To offer equality of educational opportunity to all of the children in all of the villages in all of the islands of American Samoa.
4. To increase competency in the use of the English language to the point where language is no barrier to educational development.
5. To raise the level of learning opportunities to the point where those Samoan children who desire to go beyond high school may provide themselves with a sound educational base that will enable them to enter American colleges and universities and compete on an equal level with other American students.
6. To develop such manual skills and functional arts that will contribute to a better economic and social structure.
7. To provide opportunities for adults and out-of-school youths in language competencies, civic understanding, and vocational skills.

There is an additional objective in the development of the new educational system to train native Samoan teachers and technicians in all required positions and responsibilities.

THE SYSTEM

In order to accomplish the prescribed objectives a new school organization has been established, and a new system of instruction has been developed.

The "system" is not a television system. It is a CO-OPERATIVE SYSTEM OF INSTRUCTION MAKING MAXIMUM USE OF TELEVISION. The core of all instruction in this system is the teaching that is done by means of television, supported by the reinforcement activities that take place in the classrooms.

The planning, presentation, and reinforcement procedures are all developed co-operatively in this system. This is "team teaching" in its very broadest and best sense. This co-operative teaching is mainly concerned with ideas, understanding, and insights. It is not concerned with the memorization of relatively unrelated facts, or with rote learnings of any kind.

The system will proceed in its development according to the plan. The plan was initially conceived to take approximately fifteen years in its total development. Three years were required for base planning and for constructing the physical plant necessary to the system; and twelve additional years will be required for the academic and organizational development.

The plan requires that all instruction be conceptual in nature, and directly related to the environment, and to the needs of the Samoan children. It requires that all basic instruction be planned co-operatively at the educational center, and be presented to the children in the classrooms by television transmitted from the center. It requires that planning for each lesson at the television center shall be complete, that is that each lesson plan shall provide for such activities or exercises as may be necessary to properly introduce a lesson or to prepare the minds of the learners to receive the lesson, the main body of the lesson in proper sequence and scope, and such reinforcement activities and drills as may be required following the presentation of the main body of the lesson. The television teacher shall be the central figure of the lesson planning and shall assume the major responsibility for the organization of the lesson, but he must be assisted by the entire instructional team in the planning process, and in the presentation.

The Instructional Team

The instructional team includes the television teacher, the research teacher, the Producer-Director, the Production Supervisor, the Research Librarian, the subject-matter specialist, the departmental supervisor, and such other technical assistants as shall be required from time to time. The specific duties and relationships of the members of this instructional team will be explained in detail in other parts of this manual.

The plan requires native Samoan teachers in the classrooms, supervised by properly certified and experienced American supervisors. It calls for an American Principal in each elementary school, and one or two Classroom Instruction Supervisors in each secondary school according to the number of classes involved in each school. In addition to the Classroom Instruction Supervisors, each secondary school will have a qualified principal in charge of the total school program.

The plan requires that each elementary school have at least one assistant principal who is a native Samoan. Where possible, it also requires that each classroom teacher in the elementary schools be at least a graduate of the Feleti Teacher Training School.

In secondary schools all basic subject-matter shall be taught in large-group classes, which shall be presided over by a qualified college-trained teacher, preferably a native Samoan. These large-class secondary teachers shall be trained by the instructional staff in the techniques of large group instruction, and in the method of conducting each class session according to the lesson plan provided by the instructional resources center. The day-by-day training of the secondary classroom teachers, and the direct supervision of the work of these teachers in the classroom shall be the responsibility of the Classroom Instruction Supervisor. These Supervisors will be responsible to the Assistant Director in charge of secondary education for their academic procedures and instructional techniques. For general administrative purposes they shall be responsible to the Principal of the high school, who shall be in direct charge of the entire school program and responsible for general administration.

The Curriculum

The basic curriculum of the total system shall consist of the four major subject areas - language arts, mathematics, science, and social studies. To these basic subject areas there shall be added such ancillary subjects as may be necessary to meet the specified objectives of the system, and as may be compatible with the instructional schedule.

It is basic to the plan of the system that educational objectives be established over a twelve year period, and that each subject area be planned in proper scope and sequence from grades one through twelve. This articulated schedule of instruction requires careful co-ordination between each grade level over the entire twelve year program. In the teaching process, this means that learning must be functionally demonstrated by the learner, and that, whenever possible, teaching must be subjective and functional.

The demonstrated needs of the Samoan people have indicated that the plan require that the central subject area of the total curriculum shall be the English language.

Requisite to learning in all other areas is comprehension and facility in the use of the English language. Therefore the plan requires that in all subject-areas that major emphasis be placed upon the use of English, the thorough understanding of English and the development of the ability to communicate in English speech and writing. This does not mean that other basic subjects are to be neglected at any grade level, but it does mean that instruction in all the other basic subject-areas be geared to the use and comprehension of the English language. In this regard, in grades one through twelve, we are

committed to the development of competency in the English language through the use of the structural system as developed by Dr. George Pittman and modified to the needs of American Samoa.

The plan calls for a program of functional arts and manual skills to prepare the great bulk of the Samoan children to live and work in Samoa. It is allowed that all children need a basic education in the four major subject-areas, and some will prepare to go on to college and perhaps do some advanced work in other vocational areas, but the great majority will remain in Samoa living within the normal Samoan economy. The economy is basically agricultural. To this has been added some very small industrial development such as the fish packing plants and the service industries, and in the future there must be expected a certain amount of tourist industry will accrue to the islands. However, it is clear that these outside forces have certain definite limitations and that the basic economy will remain agricultural for the bulk of the people. To meet the general needs a modified skills program has been made a requirement for all children in the ninth and tenth grades. For the boys this means that there will be a general shop program based on the idea of home maintenance within the Samoan village. A program of this nature will be conducted at each of the high schools. The shop instructor will be a native Samoan, but all related information will be given to all grade levels at the same time in large classes through television instruction. By related information here we mean such things as, the use of measuring tools, the use of hand tools, the nature of woods and metals, the nature and use of paints and chemicals and other materials that may be required in the repair and maintenance of homes in Samoa.

For those students who show a particularly high aptitude for manual skills and technical understanding there will be an opportunity for continuing advanced work in this field in the tenth and eleventh grades. A highly selective class in vocational skills will be taught at Utulei High School; and those who are successful in being selected for continuing into specialized vocational skills will be brought into Utulei for their eleventh and twelfth grade work in this area. One of the main points that will be considered in selecting the boys for advancement into the vocational skills class beyond the tenth grade will be English comprehension, and ability to communicate in spoken and written English, as well as demonstrated aptitudes in particular manual skills.

The vocational skills in the selective training class at Utulei shall be divided into three separate areas: 1. Woodworking, 2. Metalworking, and 3. Electricity and electronics.

For the boys in addition to the home maintenance skills that are required in the ninth and tenth grades and the possibility of selection for the vocational skills class in the eleventh and twelfth grades, there will be an opportunity to go into a vocational agriculture. It is part of the plan that every effort be made to enhance the agricultural knowledge and skills of those students who have an aptitude or indicate a desire beyond their normal academic training. Initially,

the vocational agricultural classes will convene at Leone High School, and will have their laboratory and farm work and farm shop work at the government experimental farm.

They will receive their related instruction by television in the regular classroom at the Leone High School. These classes in vocational agriculture will be under the general supervision of the Assistant Director in charge of secondary education, but will have the advice and help of the personnel at the experimental farm, and will be under the direct teaching supervision of the vocational agricultural teacher. There will also be a course in vocational agriculture and in agricultural shop work at the Manu'a High School. This will be under the direction of the vocational agriculture teacher, who will do both the agricultural training and the agricultural shop training, and be a supervisory assistant to the Principal of Manu'a High School.

The amount of vocational agricultural training and agricultural shop training that can be achieved in this system must be determined by experience in the initial two or three years, and in terms of the response of the students, and the villagers to this type of activity.

For the girls there will be required homemaking education in the ninth and tenth grades. In these grades most of the work will be done by television, and the girls will assemble in the laboratory areas of the high schools for their classes when it is practical to do so. At this point there will be very little laboratory practice.

The major subjects to be taught in the homemaking classes in the ninth and tenth grades will have to do with personal hygiene, family hygiene, sanitation, care of children, relative nutritional value of foods, and simple home economy. The main laboratory practice at this point in the curriculum ought to be in the area of sewing. Related instruction in sewing will be given by television to all classes at the same time; but the actual laboratory sewing experiences will be done in the homemaking areas of each high school and under the supervision of a native Samoan teacher. Homemaking education may be carried over into the eleventh and twelfth grades on a selective basis, to be determined by the joint curriculum committee and compatible with the experiences, responses and indicated needs of the students and the Samoan people in the villages.

Limited business education shall be offered in the eleventh and twelfth grades to both boys and girls. Entrance into business education classes shall be based primarily upon demonstrated proficiency in the comprehension and use of the English language. Initially the main skills to be offered in business education will be typing. Typing will be taught by television to all the classes in all of the high schools simultaneously. Typing will be supplemented by an intense course in Business English, which will also be taught by television to all members of the typing classes.

In the twelfth grade there will be a small carefully selected class in advanced typing and business education that will receive a more intense training in these areas. Selection for this small class will be made on the basis of proficiency in the English and in the eleventh grade typing. Pupils admitted to this accelerated class will be brought into Utulei High School and receive their training in the special classroom situated in this area.

It is clear that for the first few years of this new system that the children in the ninth and tenth grades will not be academically prepared to take specialized training in typing or other business skills and that is the reason for delaying the election of instruction in this field until the eleventh grade. It is also obvious that these skills cannot be usefully developed unless the student has attained more than the ordinary proficiency in the use and comprehension of the English language and that is the reason for using this basis for selection of those who have elected to come into these classes.

The students that successfully complete the eleventh year typing and business English classes may be allowed to continue into the twelfth grade; however only the top ranking students as demonstrated by typing proficiency and proficiency in the English language may be admitted to the accelerated class. This class should at no time exceed 25 students until experience has indicated that a greater percentage of students have the necessary educational development and language proficiency to profit by advanced training, and the Samoan economy has demonstrated that it can absorb more than this number of trainees.

Adult Education

The plan requires that there be a strong adult education program to back up the school program. The general purpose of the adult education program shall be to provide opportunities for adults and for out-of-school youths to become proficient in the comprehension and use of the English language, to develop civic understanding, and vocational skills, particularly in the field of agriculture.

The adult education programs shall be scheduled for the most part in the early evening hours. Such programs shall be directed primarily to the adults in the villages of American Samoa. A certain amount of entertainment programs shall be made available for the purpose of attracting the attention and interest of the adults, and familiarizing them with the use of the English language. However, interspersed with the entertainment programs shall be regular programs of systematic instruction in the English language, in village sanitation, in personal hygiene, in agricultural information, and in the demonstration of home and agricultural skills.

In Adult Education there shall also be regular programs concerned with the problems of the local government, information about the United States, and problems confronting the United States from time to time. The Supervisor of Adult Education is expected to call upon the various other departments of

government in America Samoa to develop and prepare programs of interest and value to the people in the villages and to the adult population generally.

Any personnel in the Department of Education may be assigned by the Director of the Department of Education to participate in the adult education program at the request of the Supervisor of Adult Education. It must be understood that the adult education program is more than just an adjunct to the program of systematic instruction in the schools. It is the basis upon which the department of education must expect to develop continuing support for the system of universal education which has now been instituted by the Government of American Samoa. The success of the village schools and the continuing success of universal education in the high schools depends in a large measure upon the development and success of the adult education program. It is for this reason that all the school facilities, all school principals, all school supervisors must consider themselves a part of the adult education program and must be prepared to participate in some measure in the development of this program.

THE METHOD

The heart of this new system is the modified curriculum. The curriculum here does not just mean the broad areas of subject matter - language, mathematics, science, and social studies, nor is it identified by that vague definition, "The sum total of a child's school experiences". The curriculum in the new educational system of American Samoa means those particular areas of each group of skills and knowledge that are selected and presented in clearly defined scope and sequence and depth, such as seem most nearly to meet the needs and advance the intellectual and civic growth and development of the Samoan children.

The curriculum may be modified from time to time, but it is initially and continuingly determined and developed by a curriculum committee composed of the faculty and staff of the instructional division of the system. The Elementary Television Teachers, a selected group of Elementary Principals, a selected group of Elementary Classroom Teachers and the Assistant Director in charge of Elementary Education shall constitute the Elementary Curriculum Development Committee.

In the secondary division the Secondary Classroom Teachers, the Classroom Instruction Supervisors, and a selected representative group of Classroom Teachers with the Assistant Director in charge of Secondary Education shall constitute the Secondary Curriculum Development Committee. Each of the curriculum committees shall be headed by the Assistant Director in charge of the particular division. The Director of Education shall be the ex officio chairman of both committees, and shall make all appointments to the committees.

Curriculum must be modified regularly in accordance with experience. As the level of educational achievement rises among the students and the frames of reference broaden, the rate of learning will increase and the instructional techniques must become more sophisticated. For this reason the keynote of this system is continuing evaluation and modification. Textbooks are not being used for direct instruction because they are not flexible enough to meet the needs of this system for continuing modification based on learning sophistication and change in rate of learning. Continuing evaluation is the guide to curriculum modification. The development of the individual lesson plan is the instrument of curriculum modification. The instrument depends on the guide.

The Lesson

The lesson has its basis in the prescribed curriculum. The lesson plan and the lesson itself is the product of the total instructional team; however the television teacher must be the core of that team and must assume prime responsibility for the development of the lesson plan and for the presentation of the lesson.

When the lesson is planned, it is not only planned for that portion that is presented on television but it is also planned for all other activities concerned with the lesson. From a working standpoint it can be said that a television lesson is divided into four parts:

The first part is planning. This stage is concerned with what is going to be done in a particular segment, in a particular instructional step. Determination is made as to the scope of the sequence -- whether it will be a totally developed idea or a partially developed idea. Planning is essentially the pulling together of the elements of the lesson. The ingredients of the lesson are: 1) The idea, 2) The materials, and 3) The manner and technique of presentation.

The second part of the television lesson is the preparation of the mind of the learner to receive that lesson. Learning cannot occur through a closed door and it is the responsibility of the teacher or the teaching team to open up the door to learning. This may be done by the teacher on television, or it may be done by the teacher in the classroom, or it may be done by a combination of techniques between the teacher in the classroom and the teacher on television. In any event the lesson must contain specific procedures and activities designed to open the way to learning, to open the way for the reception of ideas. The lesson planners must direct the teacher in the classroom in this phase of the lesson, and they must co-ordinate any joint activity in which both the teacher on television and the teacher in the classroom must participate. If the teacher in the classroom is to be made directly responsible for the preparation of the mind of the learner then the lesson plan devised and co-ordinated by the television teacher must tell the classroom teacher precisely what to do and how to do it.

The third part of the lesson is the presentation of the main body of the idea--- the concept, the demonstration, the explanation, the totality of verbal and non-verbal communication that allows the substance of the lesson to be transmitted to the students in the classroom.

The fourth part of the lesson is the reinforcement activity. The reinforcement activity takes place in the classroom, but it is not the responsibility of the classroom teacher in this system to plan for this. The television teacher and the instructional team are responsible for the lesson and they must assume the responsibility for detailing the activity that follows a lesson. Such activity has only one purpose and that is reinforcement.

Reinforcement is a necessary and important part of the total lesson. Reinforcement may consist of practice or drill under certain circumstances, or it may be an activity that is concerned with self-identification on the part of the learner--that is, activities designed to allow the learner to identify himself with the learning. It is clear that no functional learning can take place unless the learner can in some way identify himself, his needs, his sensory satisfactions, his aspirations and his well-being with the subject. Reinforcement may also include activity designed to establish the relationship of various subject areas. It is important to all learning that the learner understand in clearly defined terms the relationship between the various categories of learning and the effect that the learning of one subject has upon the learning of another. The television teacher and his team plan the fourth part of the lesson as they do all the other parts, but the effective application of the reinforcement techniques must depend upon the initiative and creative ability of the classroom teacher, and the Classroom Instruction Supervisor.

In the plan of this system no provision was made for the storing of lessons on tape for re-use in another semester or in another school year, because the plan recognized that to be increasingly effective this system must be continually subject to modification. Each new lesson in each subsequent term is built upon the mistakes and inadequacies of the lesson in the previous term, and each lesson in each sequence of lessons must be built upon the subjective evaluation of the lesson immediately preceding in the sequence. The subjective evaluation must be based upon the responses elicited from the learners as reported by the teachers and supervisors in the classrooms, and the critical review of the lesson by the television teacher and the instructional team.

In order to accomplish such evaluation, and to effect necessary modifications and improvements, as little time as possible must elapse between the presentation of a lesson and its evaluation. It naturally follows, that in order to accomplish this, as little time as possible must elapse between the planning and recording of a lesson and its presentation in the classroom. The initial plan envisioned that a lesson would be recorded and presented on the same day. Further considerations indicated that it was more practical to plan and record a lesson on one day and present it in the classroom the following day. In any event it is disastrous to the plan of instruction to have more than two days elapse between

the planning and recording of a lesson and the presentation of that lesson in the classroom. Where longer periods of time are spaced between the recording and presentation of the lesson the situation must be remedied and all instructional personnel must make every effort to have no more than a twenty-four hour lag between recording and presentation of a lesson.

When a lesson is planned, recorded and presented within the proper time-schedule, feedback information from the classrooms will enable the television teachers to make such modifications as may be indicated. Feedback information may also indicate a clear necessity for presenting the same lesson a second time. It may be necessary to present it in the same way because of the lesson being missed in a particular segment of the schools because of electronic or mechanical failure, or because of some event occurring in the schools at that particular time that may have interrupted the proper reception of the lesson; or it may be indicated that the lesson will need to be presented again but in a different manner with different emphasis. In planning a sequence of lessons, allowances must be made for the re-teaching of a particular lesson at any particular time. This is an important point in the total plan of instruction.

It is also possible that because of the enforced absence of a teacher, or of mechanical failure, that lessons cannot be kept up to date in their proper sequence. This contingency should be given every consideration in the planning of a sequence of lessons, and insert lessons must be prepared to be used at a time such as this. The insert lesson should be a valuable lesson that is within the general subject area but which does not in any way interfere with the sequence of lessons that are being taught in a particular unit. When an insert lesson is presented, notice should be given to the student that this is an insert lesson and that you will return to the sequence in the unit at a specified time. When the sequential lessons are resumed a note should also be made of that so that the student will be completely informed as to the relationships existing between the lesson presentations.

Planning

The post-school period ought to be given over to evaluation of the instructional program at the various grade levels for the past year, and the determination as to the modifications and changes that are needed in the curriculum for the ensuing year. The pre-school planning period must be given over to the planning of the total school year in terms of the units, the sequence of units and the sequence of lessons within the units. If we are to have 180 days of school, then during the pre-school planning period 180 lessons in each subject area are to be planned for. This does not necessarily mean the detailed planning of each lesson nor certainly does it mean the recording of any lessons. It does mean, however, that the outline of each unit to be presented during the 180 days ought to be pretty clear and the number of lessons and the scope and sequence of those lessons in each unit ought to be pretty well down on paper. When this kind of long range planning is done the business of planning and recording a specific

lesson one day and presenting it in the classroom the next day becomes much easier to cope with. It is at this planning session that the insert lessons ought to be planed and such provisions made for breaks in sequence that are the result of emergencies or contingencies. The time given over to planning in the summer months was never intended to be a period in which a number of lessons were permanently recorded in sequence and the program be prepared weeks in advance. This period was originally designed to be a total school year planning period. A period in which the total program in total sequence and in the prescribed scope and depth was to be planned for the entire 180 days of the school year. It is essential to the instructional plan that the design be followed.

The Instructional Team

The plan initially called for one teacher to be responsible for the instruction at each grade level in the elementary schools. This was later modified so that the teachers were assigned to specific subject areas, and were responsible for several grade levels. Regardless of the assignment of teaching responsibilities to the individual television teachers, the fact remains that this system is still a total team effort. It is a co-operative system that in order to be effective requires that each person within that system performs as precisely as possible his particular function in co-ordination with all the other members of the team. The plan of instruction in the system is such that it can tolerate no Maverick, nor any tangential activities, whether in the classroom, in the studio, or in supervision.

The first part of the instructional team is that group which works with the television teacher in the education center. In addition to the television teacher this group consists of the Research Teacher, the Producer-Director, the Production Supervisor, the Research Librarian, the Subject-Matter Supervisor and/or the Assistant Director, the Film Editor, the Artist, the Photographer, and the engineering staff. Each of the persons filling these positions have a specific job to do and a specific responsibility, and they are expected to have special skills that enable them to do the assigned job. There is a definite working relationship among these people which must be adhered to and respected by everyone in the group if the co-operative system is to work as it is designed to work.

BASIC POSITIONS IN THE DEPARTMENT OF EDUCATION

The following will define as precisely as possible the functions of each of the prescribed positions and indicate their relationship to the other positions on the instructional team:

The Television Teacher

The Television Teacher is the person who presents the lesson on television. This person is also responsible for the planning of the lesson and for its basic content and for its academic excellence. The Television Teacher is the core of the instructional team but is assisted by the other members of the team in

the areas of their particular skills and responsibilities. The Television Teacher is directly responsible to the Assistant Director in charge of elementary or secondary education. However, the Television Teacher also has a working responsibility to the Supervisor of Production and Producer-Director and other members of their team. In the event of a difference of opinion in the matter of lesson planning or of production that cannot be settled among the members of the team the matter must be referred to the Assistant Director in charge of elementary or secondary education who will make the final decision. It must be emphasized however that decisions ought to be determined co-operatively as nearly as possible, and each professional opinion ought to be given full consideration.

Whenever possible and practicable the Television Teacher ought to have a Samoan assistant. It was recognized initially that enough Samoan teachers with the proper educational background and langauge ability could not be found to provide each Television Teacher with such an assistant. However, the plan calls for eventual establishment of a Samoan Television Teacher intern as an assistant to each American Television Teacher.

The Samoan Television Assistant Teacher

The Samoan teachers selected for this assignment must be proficient in the use of the English language and must have an academic background sufficient to enable them to become expert in the particular subject area in which they are interned. Such Samoan teachers ought to be carefully selected by the Assistant Director in charge of elementary or secondary education and a group of television teachers with full consideration for the personal appearance, the ability to project, the facility with language, and basic academic proficiency. It is the responsibility of the Samoan television teaching intern to assist the Television Teacher in planning the presentation of the lesson, to make such suggestions as might make the lesson more meaningful to the Samoan children, interpret the Samoan customs that might be affected one way or another by the content of the lesson, and be responsible for any translation necessary in the preparation of the lesson, either from English to Samoan or from Samoan to English.

In the primary grades the Samoan assistants may give instruction in the Samoan language during a lesson or may provide Samoan language introductions to nonverbal exercises arranged and presented by the Television Teacher. The extent of the participation by the Samoan intern teacher is of necessity determined by the state-side Television Teacher, who is responsible for the direct presentation of the lesson material on the air.

The Research Teacher

The Research Teacher is not a writer. The Research Teacher is exactly what the name implies, a competent teacher who does the research necessary to the development of a truthful and authoritative lesson. The Research Teacher works directly with the Television Teacher in the planning of the content of a lesson.

The Research Teacher becomes responsible after the lesson is planned for such verification of content information as may be necessary or indicated. This person also has a prime responsibility for the initial selection of such collateral material that is needed to demonstrate or otherwise visualize the lesson presentation. The Research Teacher would work with the Producer-Director to find such film clips, slides, maps, charts, drafts or other materials as may be pertinent or necessary to the development of the lesson presentation.

In the elementary grades especially, and to some extent in all grades, it is expected that the Research Teacher will also be a back-up teacher when necessary and on occasions make actual presentations on the air, if the necessity arises. However it must be remembered that the primary job of the Research Teacher is to do the research that is necessary to keep the instructional program up-to-date, authoritative, and in proper sequence. The assignment of a research teacher to work with a particular teacher or with teachers is the responsibility of the Assistant Director in charge of elementary or secondary education.

The Producer-Director

The Producer-Director is an important member of the instructional team. He is administratively responsible to the Supervisor of Production and is assigned by him to a particular teacher or team. However the Producer-Director is responsible to the Television Teacher and to the Assistant Director in charge of elementary or secondary education for the quality of the lesson and the effectiveness of the production that is turned out. The Producer-Director serves two functions. First, he is the producer and that means that he is the man who gets all of the elements of the production together. He is concerned with the properties, with all the visual materials, of getting the necessary people in the right place at the right time, and organizes the general material aspects of the production. As the director he takes on a more intimate relationship with the instructional program and with the individual lesson. As a director he must be concerned with the visual and oral aspects of the production, and particularly with the non-verbal communication involved in the production. There is often a difference of opinion between the Television Teacher and the Producer-Director because of their basic backgrounds. The Television Teacher, as a teacher is primarily in the business of verbal communication and feels that he is superior in that particular area. The Producer-Director is more concerned with visual and non-verbal communication and usually feels superior in this area. This is one of the problems of the team operation. The business of producing a lesson in all of its aspects requires a team approach.

In the final analysis the Director makes the selection of views or of visual contact that actually reaches the learner in the classroom. He sees the Television Teacher in a way in which the Television Teacher cannot see himself, therefore, full weight must be given by the Television Teacher to the suggestions and the criticisms of the Producer-Director. The Producer-Director must be responsible for the lighting of the production to be sure that full lighting values are

obtained in presenting the visual material. He must be responsible for the camera work and the quality of camera work as well as for the speed and smoothness with which the program moves from one scene to another. The Producer-Director is also responsible for the pace of the program, that is, the smoothness and ease with which the television teacher or other persons involved in the lesson move across the stage and present the various aspects of the lesson. Timing in motion, and the amount and kind of material that can be visually shown in the course of one lesson is also a major responsibility of the Producer-Director. He likewise has responsibility for the quality of sound in all of its aspects as used in the production. The engineering department must be responsible to the Producer-Director for the quality of recording that is made, because the quality of the recording will be the ultimate determiner of the quality of the production that the Producer-Director has achieved.

The Production Supervisor

The Supervisor of Television Production is the administrative and operational head of the production department. He has general supervision over the Producer-Directors and the studio crews and he is the person who assigns the Producer-Directors and the studio crews to their various jobs. He also has overall supervision of the art department and the photographic department. The personnel assigned to these departments work very closely with the Producer-Directors, with the Television Teachers and with the Assistant Directors in charge of instruction, but operationally they are under the direction of the Supervisor of Television Production.

The Supervisor of Television Production is also responsible for the film and tape library. It is his responsibility to assign someone to do the physical work connected with the editing and inspecting of film and tape. It is his direct responsibility to be sure that the film, film clips, slides and tapes are properly stored, properly catalogued and properly referenced and annotated where annotations are needed. It is the direct responsibility of this person to see that a film clip library is established, and that each film clip is properly inspected and replaced after its use and each film clip has the proper head and tail on it and is properly catalogued and annotated. The Supervisor of Television Production is also responsible for all properties that may be used in the various productions. This includes models, mock ups, demonstration equipment, and such real or live materials that may be used from time to time.

It is the responsibility of the Supervisor of Television Production to see that all studios are ready for production at the time that they are needed and that they are scheduled in such a way that maximum use can be made of production facilities. It should be noted here that the plan of use of the production facilities did not intend for the production facilities to be used just during the eight hours of a normal school day but working assignments were to be made at any time during the day or evening hours that maximum use could be made of the facilities, and of the production and instructional personnel. It is the

responsibility of the Supervisor of Television Production to see that no time is lost by production personnel by waiting on facilities to be made available. It is his responsibility to co-ordinate with the assistant directors in charge of instruction to see that production scheduling is planned so that maximum use of production facilities is made.

The Supervisor of Television Production is directly responsible to the Director of Education administratively, but in operation he has a responsibility to work directly with the Assistant Director for the management of the instructional center and with the Assistant Directors in charge of instruction. This includes Elementary Education, Secondary Education, and Adult Education. He also has an operational responsibility to the Assistant Director in charge of Engineering Services. If he has a service problem or a recording problem these must be worked out directly with the Assistant Director in charge of Engineering Services.

The Supervisor of Television Production is in effect an organizational catalyst, whose job it is to see that everything works smoothly in the system and that the co-operative effort in the use of production facilities and in the process of production itself is effective.

Assistant Supervisor of Television Production

The Assistant Supervisor of Television Production is just what the name implies, an assistant to the supervisor. However he has a primary responsibility of working more closely with the Producer-Directors in the actual process of production than does the supervisor who may be limited in this respect by his many general operational and administrative responsibilities. Aside from this direct relationship with the Producer-Directors the Assistant Supervisor of Television Production has approximately the same responsibilities as the supervisor.

The Cameramen

The studio cameras are to be manned by native Samoan personnel, who shall be under the direction of an American crew chief or head cameraman. It is the responsibility of the crew chief to see that all cameramen are thoroughly familiar with the cameras and with the techniques of using the camera. Their job is as much instructional as it is operational. They are to assist the Producer-Director in setting the stage, and setting the lighting on the stage, and in directing the trimming of the studio and the staging of any production as requested by the Producer-Directors. The Cameramen and the studio crews are directly responsible to the Producer-Director while they are working on his particular production. They are administratively responsible to the Supervisor of Television Production.

Artist

The art department shall be in charge of a head artist, or senior artist, who will have the responsibility for getting up such material as is ordered, assigning work to various people in the department, ordering art supplies and equipment, and for

the normal functioning of the department. He shall be under the direct supervision of the Supervisor of Television Production and shall be administratively responsible to him; however, the head of the art department shall work cooperatively with the Producer-Directors, the Television Teachers and the Assistant Directors in charge of various areas of instruction.

The artists that are assigned to this department will work under the head artist and will accept such assignments as are given to them and complete them with as much speed as is compatible with quality work. It should be noted here that the art department ought not to be requested to do any kind of art work that could be better done by photography. The art department ought to be particularly capable of turning out graphs, charts, maps, special lettering needs, special isometric and exploded views and cartoon type illustrations. This list does not preclude the using of the art department for any purpose that cannot be better or otherwise served but the plan of instruction does not anticipate that the art department will be used as a catchall for inadequate figure representations, landscapes and such other materials.

Photographer

The photography department is to be in charge of a head photographer with such assistants as are indicated. The photographer's job is primarily involved in instruction. He is directly and administratively responsible to the Supervisor of Television Production. However the kind of work that he turns out must meet the approval of the Producer-Directors and the Television Teachers and the Assistant Directors in charge of instruction. The photographer is not to make any photographs that he is not specifically requested to make and when he is requested to make a photograph it must be for a specific instructional purpose. In using photography on television for instruction it must be remembered that the preferable scene or image must be a moving one - moving pictures are the first choice beyond live action to be used to illustrate or demonstrate anything on television. If it is not possible or practical to have a motion picture film clip of a particular scene or action that is needed, then good sharp still pictures will be acceptable; but they are not to be made promiscuously or casually, but under direct instruction from the person who intends to use them and for the specific purpose for which they are intended to be used.

Glossy prints are never to be used or made for television production, only dull prints and particularly matte face prints if at all possible; and sharpness and contrast must be paramount qualities. The photographer is expected to settle upon standard film to be used, and standard developers, and standard paper for production; and the entire photographic crew is to be drilled in the use of these standard products so that the absence of one or more persons from the studios will not in any way handicap production.

Research Librarian

The Research Librarian must be a professional librarian and is to be in total charge of the research library in the production center. This person has a responsibility for the accession of all books and materials in this library, for cataloging them, cross indexing them and annotating the catalogue cards. He is to be responsible for the physical layout of the library so that it will be efficient and easily usable by the Research Teachers and the Television Teachers. The Research Librarian also has a prime responsibility to help the Research Teachers and the Television Teachers find the material that they need in the library, and to order such materials and discover needed materials as may not be in the library. In other words, a research librarian is a major resource specialist in the field of academic and technical research. The Research Librarian is directly responsible to the Head Librarian, however, he has an operational responsibility to the Assistant Directors in charge of the various areas of instruction and to the teachers.

The Elementary Classroom Teacher

The Elementary Classroom Teacher, where possible, is to be at least a graduate of the Feleti Teacher Training School. The Elementary Classroom Teacher is a native Samoan and has a responsibility to co-operate in every way to increase his or her academic and pedagogical skills. Proficiency in the use of the English language is one of the first requisites of a good Elementary Classroom Teacher. The Classroom Teacher is to receive a lesson plan for each lesson during each day which will tell him precisely what to do in relationship to the lesson, both before and after, and they have a responsibility to read such directions and to follow them as closely as possible. In the event that the directions are not clear to the teacher they are to seek the help and advice of the American principal who is in charge of the school. During the telecast of the lesson the Classroom Teacher is to participate in the lesson with the children. If a response is required she must give the response, if an action is required they must lead the children in such action or activities. In the matter of drill in the use of the English language and practice in the articulation of English sounds the Classroom Teacher is required to participate with the children. When the television lesson is over the Classroom Teacher must follow the directions for reinforcement activities as closely as possible, and where help is needed she is to go to the American Principal and request such help. In no event is the Samoan Classroom Teacher expected to re-teach the lesson that has been taught on television, nor to teach any additional ideas or concepts or information, other than that which has been given in the telecast. However they do have the responsibility of helping in such practice or drill as may be required, the organizing and playing of any games that might tend to reinforce such drill or practice. They have the responsibility to help the children identify with the subject matter, with the information that has been given, with the ideas that have been established so that they fully understand that there is a direct relationship between their needs, their desires, and their own environment and the lesson. The teacher also has the responsibility to indicate a relationship between one lesson and another in terms of the interrelationship of subject matter.

In addition to these activities the Samoan Classroom Teachers, particularly the Elementary Teachers, have a special responsibility to learn along with the children, to increase their knowledge of subject matter and of teaching techniques, and they are to co-operate with the Principal in using intern teachers in the classroom as assistants, and in developing effective in-service teacher training sessions after regular school hours. The Elementary Classroom Teacher also has the responsibility to assist the Principal in keeping the school in good order and in caring for the facilities of the school.

Elementary Consolidated School Principal

The Elementary School Principal is in total charge of his school and is directly responsible to the Supervisor of Elementary Schools and through him to the Assistant Director in charge of Elementary Education. It is the responsibility of the Elementary Principal to be in the classrooms, from one to the other, during the entire school day. The Elementary Principal is, in effect, the Principal Teacher and it is his job to see that the Classroom Teachers understand directions written in the daily lesson and that they follow those directions as nearly and as well as they can. He is to assist the Classroom Teachers in understanding those areas of the instruction which they do not understand and he is to supervise the activities of each one to carry out in answer to the directions they receive in the lesson plan.

The Principal Teacher is directly responsible for the quality of activities and reinforcement activities that occur in the school. He is the school's contact with the curriculum committee and with the instructional team. It is his responsibility to make regular reports to the Assistant Director in charge of instruction relative to the responses which he receives from the children and from the teachers to each of the television lessons. He is to evaluate these responses and he is to add his own subjective judgment to the effect that each lesson has upon the various grade levels in his school.

The Elementary Principal is responsible for the in-service teacher education of his faculty and also for the constant supervision and in-service training of such teacher-interns as may be assigned to him from time to time. He is also responsible for the physical plant in his school and for the general administration. Each Elementary Principal will have a Samoan Assistant Principal to help him in handling the administrative affairs of the school, especially problems involving school and village matters.

The Assistant Principal may teach a regular schedule of classes if the school is small enough to allow this. If anything mechanical or electronic happens to deprive the school of any lessons, it is the responsibility of the Elementary Principal to immediately advise the Assistant Director in charge of Elementary Education or the Supervisor of Elementary Schools, and it is especially important that he request such lessons as are missed or in some way deleted from from the sequence of the school schedule be rebroadcast at another hour and that his children have the advantage of going through this particular lesson.

It should be the responsibility of the Elementary Principal to be sure that no part of the sequential program is precluded from the teaching schedule in his school.

It is particularly important for the Elementary Principal to be sure that continuing feedback information goes to the instructional production center so that the instructional staff will be able to modify the subject matter and adjust the pace and the content of the lessons and the schedules to meet the demonstrated needs of the pupils. It should be remembered by the Elementary Principal that such co-ordinated feedback information enables the Principals to continually evaluate the instruction in their schools.

Secondary Classroom Teacher

Secondary Classroom Teachers, where possible, shall be native Samoans with college degrees and secondary school certification. They shall be directly responsible to the Secondary Classroom Instruction Supervisor to which they are assigned. Secondary Classroom Teachers are to receive a lesson plan for each lesson during each school day which will advise them precisely what to do before the telecast, during the presentation and after the telecast for reinforcement. They have a responsibility to read the lesson plans and follow the directions as closely as possible. If the directions are not clear to them, they are to consult with the Classroom Instruction Supervisors and seek their help and advice. During the television presentation the teachers are to participate with the students and lead such actions or activities as may be required. They are not ever to re-teach the lesson, nor to teach any additional concepts beyond the lesson content, but rather to amplify and reinforce the ideas and informational content of the presentation, according to the plan. They are to participate in regular in-service teacher education programs, and are to concentrate on learning and practicing large-class techniques. Where ever possible all secondary school subjects are to be taught in large classes -- that is, all students in a particular grade level in each school are to be assembled and taught in a single class, under the guidance of a single teacher, and, where necessary, an assistant teacher. In every way possible they are to encourage student response and total student participation in reinforcement exercises and activities. The Secondary Classroom Teachers must assist the Secondary Classroom Instruction Supervisors in feeding back evaluative information to the Instructional Center and make an effort to report in a valid manner the responses of the students to the lessons and procedures.

The Elementary School Supervisor

The elementary school supervisor has direct charge of all elementary schools. It is his job to see that the principals are on the job and in the classrooms as they should be, to see that the needs of the schools for facilities and materials are met, and to see that an adequate complement of teachers are available at the school. He is to be the person in direct charge of the school plant and responsible for effecting any necessary repairs or maintenance that needs to

be done and has to be co-ordinated with the government departments. It is his responsibility to observe the quality of classroom supervision that is achieved by the Samoan Classroom Teachers and by the Elementary Principal and to subjectively evaluate the quality of instruction that is being achieved in the classrooms.

The Elementary School Supervisor is directly responsible to the Assistant Director in Charge of Elementary Education, and is to keep that person informed of the situation and conditions prevailing in the elementary schools and among the elementary teaching and supervisory personnel.

Classroom Instruction Supervisors

The Classroom Instruction Supervisors are equivalent to the principal teachers in the elementary schools, at the secondary level. It is their job to supervise the actual introductory and reinforcement activities that occur in the classroom before and after each televised lesson. This person is not to be used in any administrative capacity whatever, but is to stay in the classrooms and constantly supervise and work with the secondary classroom teachers.

They are to provide feedback information to the Assistant Director in Charge of Secondary Education as to the responses received from the children and provide a subjective evaluation of the pace and content of the lessons. The Classroom Instruction Supervisors will also meet with the Secondary Curriculum Development Committee. They are directly responsible to the Assistant Director in Charge of Secondary Education, and they are administratively responsible to the Principal of their particular high schools.

Secondary School Principals

Secondary School Principals are in general charge of the instructional programs in their schools and are administratively responsible for the function of the entire school. They are responsible for supervising the work of the Classroom Instruction Supervisor and the Classroom Teachers. Where there are special classes they are responsible for the operation of the special classes and for the work of the subject-matter teacher in these classes. This includes vocational or shop skills training, homemaking education, agriculture education, etc. They are responsible for seeing that the Classroom Instruction Supervisors provide the instructional production center with the required feedback information and subjective evaluations that are necessary to modify the instructional program in line with the indicated needs. The Secondary School Principal is directly responsible to the Assistant Director in Charge of Secondary Education.

OTHER POSITIONS

Head Librarian

The Head Librarian will be directly responsible to the Director of Education. He will be in charge of all the libraries in the school system of American Samoa. His immediate and main concerns will be the high school libraries at Utulei, Leone and Manu'a, and the Eastern District High School when it is completed. He will also be responsible for setting up and supervising such library facilities as may be required in the elementary consolidated schools. He will suggest to the Principals ways in which library materials ought to be handled and will suggest methods of assigning personnel for handling materials.

The Television Research Librarian will be under the direct supervision of the Head Librarian, who will have the responsibility of assisting the Research Librarian in finding and procuring such materials as may be indicated by the requests from the instructional department. It will be the responsibility of the Head Librarian to set up a qualified cataloging system and see that all materials are cross-indexed and properly annotated. The Head Librarian will be responsible directly to the Director of Education, but will have a working responsibility with the Principals of the various schools and with the Assistant Directors in charge of Elementary, Secondary, and Adult Education.

Supervisor of Tests and Measurements

The Supervisor of Tests and Measurements will be responsible for working with the Assistant Directors in charge of Elementary and Secondary Education and with the Principals and Teachers to develop a valid series of tests for determining educational achievement and relative learning rates. He will be responsible for adapting any existing testing standards to the Samoan environment and to the level of the Samoan children. He will establish some valid measurement criteria and assist the teachers in applying such tests and measurements. He will be directly responsible to the Director of Education but will work co-operatively with other members of the instructional team.

Where specific classroom materials are used, he will attempt to have such use serve the double purpose of being an instrument of learning reinforcement as well as an instrument of measurement.

Supervisor of Guidance

The Supervisor of Guidance will work directly under the Director of Education and will be responsible for such personal guidance programs as may be established in the secondary schools and will have direct charge of the Guidance Counselors who will be native Samoans. His primary responsibility will be to establish a valid program of selection for the scholarship program, to administer this program in all of its ramifications, and to make such efforts as may

be necessary to procure other scholarships in the United States for such Samoan children as may be able to take advantage of them. He will also counsel with, and guide, those Samoan children who are advanced enough to go to college, and feel that they have an opportunity to profit by a scholarship in an American college or university.

Supervisor of Adult Education and Evening Programs

The Supervisor of Adult Education and Evening Programs shall be directly responsible to the Director of Education. He will take charge of booking and handling all contracted materials for entertainment in the evening and shall evaluate the materials in terms of the objectives which they are to serve. He will be responsible for the content and for the appropriateness of the materials that go on the evening program. In addition to this he is expected to organize regular adult classes and to provide casual educational material as will meet the objectives previously set forth in this manual. He is to call upon the Supervisor of Television Production, the Assistant Directors for Elementary and Secondary Education and all other members of the instructional and engineering staff for whatever help is necessary in order to carry out his responsibilities of providing an adequate evening and adult education program.

Administration and Supervision

The educational system of American Samoa is administered by a Director of Education. He has complete authority for the entire administration and supervision of the educational system. He is a member of the governor's staff and the head of the department of education.

The Director of Education has on his staff five assistant directors for the following areas: 1) Administration, 2) Engineering Services, 3) Secondary Education, 4) Elementary Education, and 5) Management of Instructional Resources Center.

The administrative and supervisory responsibilities of these five assistant directors are outlined in the organization chart of the department of education. They are all directly responsible to the Director of Education and together they make up his administrative and supervisory team. It is important that each one of these staff assistants keep the Director informed of all the instructional developments within the system. It is especially important that any material going out from the Department of Education representing to be indicative of or definitive of the educational system be channeled through the Director of Education.

In addition to these five Assistant Directors, the Director of Education has on his professional staff five Supervisors that are directly responsible to him: 1) Supervisor of Television Production, 2) Supervisor of Guidance, 3) Supervisor of Adult Education and Evening Programs, 4) Supervisor of Tests and Measurements, and 5) Head Librarian. These people work co-operatively

with all other members of the team, but they are directly responsible to the Director of Education.

The Director of Education also acts as ex officio chairman of the Elementary Curriculum Advisory Committee and the Secondary Curriculum Advisory Committee, and the Joint Committee that works toward the articulation of subject-matter through the twelve grades.

GENERAL POLICIES

It is the policy of the system, and has been previously set forth in other written outlines of the plan, that as nearly as possible all equipment of all kinds used in any area of the system be standardized. It is clear that the more different kinds of equipment we have the more maintenance problems we will have, the more difficulty we will have in supplying and maintaining parts and components for the equipment. Materials that are used, such as paper, or photographic paper, or film, or chemicals, or tubes, or any other stock materials, must be carefully evaluated and standardized, so that there will not be a large diversity in the kinds and quality.

It is important that one area of administration and supervision be totally responsible for all the maintenance of all equipment and for the inventory control of all equipment. Because of this the responsibility has been assigned to the engineering department and will be the direct responsibility of the Assistant Director in Charge of Engineering. It will be his responsibility to see that, as nearly as possible, equipment is standardized; and that adequate parts are maintained for the equipment in the event of breakdown so that there will be no stoppage of production. All repair and maintenance requests will be channeled through the Assistant Director for Engineering. This includes mechanical equipment as well as electronic equipment or electrical equipment. The Assistant Director for Engineering Services will also have the responsibility for inventorying all equipment, and for keeping an up-to-date inventory file that will show the distribution and the location of all the equipment. He will also maintain a file on all parts and components to be carried in stock, for all equipment - mechanical, electronic, and electrical.

It is important to the instructional plan that definite values be established for production of instructional materials. To this end it is the policy that all lesson presentations shall be as visual and as non-verbal as possible, consonant with good communication and good teaching. When demonstrations are to be made, and it is possible to have live demonstrations, with real people and real things, it is the policy of this system that such procedures be followed. When it is not possible to have live demonstrations, it is essential that the next best thing be used, which is moving pictures. To this end

the photographic department ought to be employed in making 30 second and 60 second and 120 second film clips to demonstrate and illustrate actions and situations that cannot be produced live. When such clips are made they should be catalogued and annotated and cross filed. If it is impossible to have either live demonstrations or moving pictures, the third acceptable visual material will be still photographs, that are properly made, in terms of subject content, contrast, and sharpness of detail. Art work ought to be used only at such times as it serves a particular purpose that can be served in no other way, and never in lieu of a motion picture or a still photograph.

It is important that no useless or avoidable work be done to take up the energies of the instructional staff. To this end it is the policy that all lesson plans given to the teachers be in outline form and as brief, succinct and descriptive as possible. Where it is at all practical, no lesson plan should exceed one sheet of paper. Where it is possible, student worksheets should be prepared at the schools. Where it is not possible they should be prepared at the center with due consideration for the economy of effort and materials.

Anne - Samoa file.

January 7, 1963

Dear Dick:

We still haven't had any more word on the Nigerian proposal we submitted - and I had put off writing you in the hopes that we might know something by now. We're hopeful, but can't seem to find out anything.

Incidentally, before I forget - Arms wrote me (enclosing some material)about a friend who was coming to this country and would like to get tied in with a speakers' bureau. I checked here (both commercially and with NEA, etc.) as George had asked me to do, and could find no one. I so wrote to George, but later got another letter from him saying that he hadn't heard from me. We then wrote and asked if he'd like for us just to try to find someone in NYC who might have any interest - he wrote back "Yes" (that was the extent of the letter, incidently), so we are now going to try that. Will you please inform him that we haven't forgotten him - that we are still trying - and that we're sorry we don't keep him better informed, but we can't seem to keep up with any of our correspondence.

The NAEB has just signed a contract with the Government of American Samoa to plan and supervise the installation of an ETV system in the islands, using three VHF transmitters with receivers in all the schools (fed by "community-type" antennas). We had done a feasibility study on this last January and they got almost $2 million from Congress to get it started (our contract naturally isn't for that amount since most of it is for equipment, buildings, etc., and we just write the specs for those and help the government evaluate the bids - they then enter directly into the purchase contracts - we do, however, have to do all the design and systems engineering, hire five of the permanent staff - who will work for us the first year - help train personnel, teachers, etc.). We have originally recommended six channels, but they could get only enough money to buy equipment for three, but all of our planning, the building, the tower, etc., have to be planned for six, because they expect to expand as soon as possible. Bronson and I leave for about two-and-a-half weeks down there on January 16 to start the ball rolling & we will take with us Cec Bidlack (whom you should remember) who works for Smith Electronics in Cleveland and we have subcontracted with them to do part of the engineering design work under a project engineer we are hiring direct. Also, we hope to hire and take with us the man who would be the chief engineer for the station. Alan Jester, whom you should certainly remember, is flying in tomorrow to talk to us about it - I certainly hope he takes the job. He's fairly excited about the great possibilities (and he had told me earlier that he was interested in getting back into ETV), but, of course, we're not giving him much time to make up his mind and prepare for the move - although Tannis and the kids could come down later.

I would appreciate any further information you can give me about Davis' unhappiness with our handling of the Sudan - if that's what you meant. I agree, if he is unhappy, that we should work it out with him, but I also agree that now would not be the best time, I fear.

Haven't forgotten about the plastic cigar holders, and will get them to you (through "mail room" to avoid customs, I suspect) just as soon as I can find same. And I still owe you money - $11.60 to be exact - you'll recall that I sent you a check to pay you the balance at that time and you sent it back, along with more money - so don't hesitate to holler for things you want.

Hope that Jo's bout with appendicitis turned out okay - I can imagine how concerned you were, especially with the poor communications. The Hills are all doing well - I presume you received our Christmas letter which gave most of the details. Sandy came out for a week for Christmas, then, Dorothy, Butch, Kathy, and I went up to NYC for a four-day weekend over New Year's. I don't really know how things are going with Butch and Dinny. I know there was a brief period some months ago when he didn't write her, and then he became pretty regular again - but, now I gather, she doesn't write to him at all. He sent her a very nice ring for Christmas. If she happens to say anything about it in a letter to you, you might let me know next time you write so that Butch will know it got there okay.

Do I gather that you are now carrying on your project under the Education Division? You didn't say as much, but you indicated your project had been transferred and I presumed you went with it - or what?

Our love to all the family - and if you hear of anything more on what they're going to do on the Nigerian project (especially if you can find out what they think of our proposal), please let me know -- I'll do the same.

As ever,

Harold E. Hill
Vice President

HEH:atb

VB - FYI & RETURN HEA

UNITED STATES AGENCY for INTERNATIONAL DEVELOPMENT

TELEPHONE 25951 – 6

A.I.D. MISSION TO NIGERIA
C/O AMERICAN EMBASSY · P.O. BOX 2182 · LAGOS, NIGERIA

REGIONAL OFFICES:
ENUGU
IBADAN
KADUNA

December 5, 1962

Dear Harold:

I, too, will write a personal letter, mostly because there is nothing of an official nature that I can say at the moment.

Our "unhappy" reaction to the NAEB response is perhaps a little over-described. George and I thought that it was not quite as positive and vigorous as might have been. Under the circumstances, I can see why. Although why you did not hear further and sooner from Davis, I can't imagine. They seem to be taking their own sweet time in this process. Part of the diffculty I am sure is the ridiculous way in which Gerry Winfield got his you know what in a sling over the purchase of the transistorized TV receivers. As a result, everything relating to this area seems to get a thorough going over before anyone will make a move.

As things now stand, we (that is the Mission here in Nigeria) are out of the process. All of the next moves are up to Washington. We have asked, urgently, to be advised as to what is cooking, but thus far, no response. It can only lead one to assume that nothing is happening, so I am glad to receive word through other channels that at least one proposal is in hand. I cannot tell you whether your proposal is the first one, the only one, the last one, or what, because I know nothing. As usual, we in the field are beginning to chafe at the delay. Old Gorgeous George has done well in preparing the ground work, and we are ready. The Nigerians are beginning to wonder if all the things we promised are ever going to show up.

Oh yes, before I forget it. Another minor factor may be that Davis seems to have gotten a warped view of what happened in the Sudan vis-a-vis Head et al. It might be well to do a little cultivating there, but I suppose it isn't a very opportune time just now.

I still believe, and with some reason, that this will be a marvelous opportunity for a contractor. Unless things go seriously wrong, there is a world of possibility for this activity in Nigeria. Hence, I hope you whomped up a really shattering proposal.

I would appreciate, on a personal basis, anything in the way of information which you might pick up, for it will come faster that way than through the usual channels. I will try to do the same, in so far as I can without violating the law regarding the awarding of contracts.

Otherwise things go quite well. The only sour note turned up Saturday morning when I received a cable from Vienna saying that JoLee had appendicitis and asking my permission to operate if necessary. Since then, not a damned word. I have cabled the Embassy asking for details and a report, but no word. Ada calls me about every ten minutes. No great worry really, but one likes to know. Especially parents.

One small favor, if time permits. In many drug stores you will find small boxes of "Excello" plastic cigar holders. I think they are about 39 or 49 cents for a box of a dozen or so. I could use three or four boxes. I have a good arrangement for getting El Producto cigars on a duty free basis, so have been

burning up cigars at a great rate. Maybe it is the pipe tradition, but I like them best with the little plastci holders. Furthermore, I don't know where we are in regards to money for all the little goodies you have shipped me. Maybe you can recall enough to give me some idea. Anyway, it is all appreciated.

You will be happy to know that my tomatoes have done famously. Everyday I harvest a goodly crop. Have a few canteloupes on the way, too. My watermellons produce tremendous vines, but no mellons. One of the Ag people suggested that maybe because of the lack of bees they weren't getting properly polinated. Maybe I'll get a paint brush and do some bee work. But, its fun.

Apart from appendicitis, the girsl are apparently happy in Vienna. We will miss them during the Christmas season, but lack the funds to bring them back. Anyway, we are sure they will be taken care of and will have a fun Christmas, even if somewhat different than being home.

Ward and Ricky are fine. In different ways, they are both a handful. Ward tends to disappear and not show up till almost dark. And while the area in which we live, Apapa, is not huge, young boys can disappear with great ease. Of course, Ricky is at the stage of getting into everything, breaking everything, etc. And has picked up a local habit of using all the great outdoors, regardless of location, as a toilet. Good thing this isn't a postcard.

Enough chatter for now. Keep after G. Davis and Co. Best regards to all in NAEB. For Bronson, I do Remember the Alamo!

Best of love and good wishes to all the Hills

As ever

Dick.

P.S. McBride's visit was a pleasant interlude, and we had a delightful trip around the country with George, and a BBC'er named Michael Wynne. Arch Parsons of the Ford Foundation read Jack's report in New York and said it was very good. We haven't received a copy out here as yet.

P.P.S. We have been somewhat re-organized. George and I, and our two projects have officially been transferred to the Education Division. All that is left in CM is a small service unit. Don't know whether Winfield, Griswold, Davis et al approve of this heresy, but we think it will work much better. Time will tell.

DR

W6H - Check "extracted"
1/3/62

GOVERNMENT OF AMERICAN SAMOA
PAGO PAGO, AMERICAN SAMOA
OFFICE OF THE TREASURER

In reply refer to:
GAS/6A
TAS:JCF:atk
Serial: 187

December 29, 1961

National Association of Educational Broadcasters
Suite 1119
Dupont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

Gentlemen:

There is enclosed a check in the amount of $5,880.00 payable in accordance with the provisions of paragraph 6 of the contract between your Association and this Government dated November 22, 1961.

Sincerely yours,

James C. Flannery
Treasurer

Enclosure - Check #7792 - $5,880.00 dtd 12/22/61

February 14, 1962

Mr. James Flannery
Washington Hotel
15th and Pennsylvania Ave., NW
Washington 5, D.C.

Dear Jim:

In accordance with our conversation, I am sending herewith a statement of extra charges above and beyond those originally stipulated in our contract with the Government of American Samoa. These result from extra out-of-pocket costs to us resulting from (1) the need to have the captain of the team in Washington for consultation with Governor Lee and available for appearances before committees, (2) the need to have the team leader and the chief engineer rework their calculations in light of the unforeseen change required in the transmitter site and (3) the need to confer with representatives of GE and RCA to check engineering requirements and equipment costs.

No charge has been made for my time or for fees for Kessler or Bronson, since this work was regarded as part of the obligation of preparing the presentation.

I suggest that this payment might be applied against the amount of the team's Rainmaker Hotel bill which is to be subtracted from the second payment under the contract.

Transportation: round trip from:

Gainsville to Jacksonville	$ 16.61
Jacksonville to Washington	110.88
Miami to Washington	163.68
Expenses for 3 days, 2 men	150.00
Overhead charge	88.23
Total	$529.40

If you have any questions about this matter, please contact me.

Manuia,

William G. Harley

cc: Harold Hill

SAMOA SURVEY

PERSONNEL:		
Basic Team (3 weeks)		
1 ETV Consultant		$ 1,800.00
1 Engineer		1,200.00
Supplementary Team (1 week)		
1 Pres. of NAEB		
1 School Superintendent (10 days @ $75)		750.00
EXPENSES:		
2 30 days per diem @ $15		900.00
2 10 days per diem @ $15		300.00
TRAVEL:		
4 R.T. from home base to Samoa		4,400.00
REPORT:		
Typing, editing, reproducing report		450.00
	Total	9,800.00
	Administrative Costs	1,960.00
		$11,760.00

November 30, 1961
WGH/MLM

LETTER OF AGREEMENT

between

The National Association of Educational Broadcasters

and

Dr. Lawrence H. Shepoiser

It is herewith agreed that Dr. Shepoiser will serve as an educational consultant to the NAEB for the purposes of carrying out the provisions of the contract entered into between the NAEB and the Government of American Samoa, and that his duties under this letter of agreement shall be, as directed by the President of the NAEB, consistent with the provisions of said contract as indicated in the attached contract excerpts.

Dr. Shepoiser agrees to serve in American Samoa, as NAEB consultant, for a one-week period beginning December 12, 1961. For these services, the NAEB agrees to pay Dr. Shepoiser $750 (10 days @ $75). In addition, the NAEB will provide transportation for Dr. Shepoiser from his city of residence to American Samoa, and return, and will, in addition pay Dr. Shepoiser a total per diem expense allowance of $172 (based on 7 days in American Samoa at $16 per day, and 3 days travel at $20 per day.

In addition to his duties while in American Samoa, Dr. Shepoiser also agrees to provide assistance in the preparation of a report to the Government of American Samoa.

Entered into this 4 day of December, 1961.

For the NAEB

Lawrence H. Shepoiser
Dr. Lawrence H. Shepoiser

William G. Harley
William G. Harley, President

SUPPLEMENT AGREEMENT

THIS SUPPLEMENT AGREEMENT, entered into this 30th day of December 1961, by the GOVERNMENT OF AMERICAN SAMOA, hereinafter referred to as the Government and the NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, hereinafter referred to as the "NAEB."

WHEREAS, the parties hereto entered into a certain contract for the purpose of making an educational and technical survey of the feasibility of establishing an educational television system in American Samoa dated November 22, 1961.

WHEREAS, paragraph 7 of such contract provides that if the survey of the "NAEB" requires more than three weeks to complete the time and compensation can be extended by mutual agreement.

WHEREAS, the parties have considered all of the portions of the contract of November 22, 1961, pertaining to the survey and have agreed to amend the paragraph 7 only, all other sections to remain as at present; and

WHEREAS, the GOVERNMENT wishes the "NAEB" to extend its survey for an additional one week in order to properly cover the Islands of Manu'a group and Western Samoa.

NOW THEREFORE, in consideration of the mutual covenants and agreements herein contained and subject to the agreements and provisions of the contract of November 22, 1961, of which this Supplement Agreement shall be construed to be a part, the parties hereto do mutually agree as follows:

(1) Paragraph 7 of the Contract of November 22, 1961, is hereby deleted and the following substituted therefor.

"In the event more than three weeks is deemed to be necessary and mutually agreed upon by the Government and the 'NAEB' or its representative on the team, this contract may be extended by order of the Government. If certain aspects of the survey cannot be completed within the original allotment of time, Mr. Vernon Bronson, head of the survey team, will extend his stay in American Samoa for an additional one-week period, and in this instance running from January 1, 1962 to January 7, 1962. In consideration of this extension, the payment to the 'NAEB' originally agreed upon as described in paragraph 6 of the contract dated November 22, 1961, will be augmented by $1,425.00. This figure will not include any transportation."

WITNESS:
For the Government of American Samoa

H. REX LEE, Governor

For the National Association of Educational Broadcasters

William G. Harley, President

T OF THE INTERIOR
TERRITORIES
N 25, D. C.

ROUTINE

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF TERRITORIES

RECEIVED
NAEB HEADQUARTERS
DEC 8 1961
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

DEC 7 - 1961

VIA GOVT RADIO - ROUTINE

FROM INTDEPT/OFCTERRITORIES

TO GOV AMERICAN SAMOA

INT GRNC

RE TV SURVEY. BRONSON AND DR. LAURENCE SHEPOISER, SUPT SCHOOLS, WICHITA, KANSAS, SCHEDULED ARRIVE DEC 12. KESSLER ARRIVING DEC 19 AND HARVEY ARRIVING DEC 26. SHEPOISER PLANNING DEPART DEC 17 AND OTHERS ON JAN 1 UNLESS YOU AND THEY AGREE EXTENT VISIT PER CONTRACT TERMS. BRONSON AND SHEPOISER WISH OBSERVE SCHOOL SYSTEM IN OPERATION. MRS. BRONSON TO ACCOMPANY HUSBAND. ARRANGE FOR PRIVATE ROOM WITH PRIVATE BATH FOR BRONSONS.

(Sgd.) D. H. Nucker

D. H. NUCKER
CHIEF, DIVISION OF INSULAR AFFAIRS

Copy: Mr. William G. Harley
President, National Association of
Educational Broadcasters

1 1

George R. Milner 4736 12/7/61

Washington 25, D. C.

Mr. William G. Harley
President, National Association of
Educational Broadcasters
Suite 1119
DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

NOV 24 1961

Dear Mr. Harley:

In accordance with our telephone conversation this morning, there is enclosed the signed carbon copy of the contract between the Government of American Samoa and the National Association of Educational Broadcasters. The original has been sent to Governor Lee.

By radio message we have advised Governor Lee of the tentative schedule of the survey team and asked him to radio to us the Christmas vacation schedule for the Samoan school system. As soon as this information is received, I shall be pleased to pass it to you.

Sincerely yours,

(Sgd.) George R. Milner

George R. Milner
Assistant Chief
Division of Insular Affairs

Enclosure

Copy: Mr. Rucker

CONTRACT

between

The Government of American Samoa

and

The National Association of Educational Broadcasters

The Contract is entered into this 22nd day of Nov, 1961, between the Government of American Samoa, hereinafter referred to as the "Government", and the National Association of Educational Broadcasters, hereinafter referred to as the "NAEB", for the purpose of making an educational and technical survey of American Samoa to determine the feasibility of establishing an educational television system in the Samoan public schools, and the procedures and specifications necessary to conclude such a project.

To this end it is therefore mutually agreed as follows:

1. The NAEB will send a survey team, consisting of 4 persons technically and educationally qualified, to American Samoa and will assume all responsibilities and obligations for the recruitment and transportation of the said team from whatever point necessary in the United States to the capital of American Samoa.

The team's visit would be organized as follows:

a. Basic team of two men for three weeks

b. Supplementary team of two men for one week

2. The NAEB will provide whatever service is necessary for members of the team while they are en route and on the job in American Samoa.

3. The team will survey the general terrain with reference to the location and orientation of the population centers and the schools to be served and relate these findings to the location of television broadcasting and receiving facilities. The team will also survey the established school system to determine the feasibility of using educational television to teach Samoans.

4. At the conclusion of the survey and on or before February 1, 1962, the NAEB will furnish the Government with a written report which will cover the following areas of information:

A. The feasibility of television broadcasting to cover the schools of the islands of American Samoa.

B. The general specifications for the necessary transmitting and receiving facilities for such an installation, and the estimated costs of the components.

C. The feasibility of using educational television to teach Samoans.

D. The type or types of instructional programs recommended and the method of developing such programs.

E. Suggested plan of instruction-production center with estimated costs of construction and operation.

F. The kind of special personnel required for such a program and the numbers of such personnel which would be needed.

G. The number and type of teachers or supervisors from the United States to establish and develop such a program of educational television and the number of Samoan teachers required in the initial effort.

H. The projected amount of time necessary to start phasing-out the initial operation to the estimated time of phasing-in an all-Samoan operation.

I. Recommendations and estimates of costs on items of equipment, maintenance and operation.

J. The Government will be responsible for transporting all local and inter-island transportation to the survey team. The Government will also assist the members of the survey team in securing adequate living quarters and such local cooperation as may be required to complete the survey.

K. The Government will compensate the above indicated services in the amount of $11,760.00. This sum to be paid and payable as follows:

a. Fifty percent at the time of the arrival of the basic team in American Samoa.

b. The balance in full when the completed written report is furnished to the Government.

7. In the event more than three weeks is deemed to be necessary and mutually agreed upon by the Goverament and the NAEB or its representative on the team, this control may be extended by order of the Government at the rate of $1,300.00 per week. This figure would not include any transportation and is for the basic team only.

8. Any changes in this contract must be mutually agreed upon and subjected to approval by the President of the NAEB and the Governor of American Samoa.

WITNESS:

For the Government of American Samoa

C. A. Bicker
Chief, Insular Affairs
Department of the Interior
United States of America
Acting for Rex Lee, Governor,
American Samoa

For the National Association of Educational Broadcasters

William G. Harley, President

ATTEST:

June 6, 1963

Mr. James Flannery
Assistant to the Governor
Government of American Samoa
Pago Pago, Samoa

Dear Jim:

Enclosed is our statement for $30,757.69, covering expenses of the ETV project from its inception through May 31, 1963.

I am also enclosing a statement which itemizes these expenses by budget account as set forth in our agreement, plus copies of the vouchers supporting these expenditures. There are no vouchers used in paying salaries, therefore, I have also prepared a list indicating what these salaries have been. This also includes the fee paid to our chief engineering consultant for design since this fee is handled on our books as a salary item.

I have held off billing you until the project was well underway. However, hereafter I will probably bill you every two or three months. I trust that you will be able to handle the reimbursement promptly since, as you can see, we have expended a considerable amount of our own money so far.

Hope I'll get to see you the next time you're in Washington. In all the hurry while I was in Samoa, and during our brief encounters here, we've never really had a chance to sit down and talk.

If you have any questions about any of this billing, please let me know right away, because I would hate for anything to hold up the payment.

Cordially,

Harold E. Hill

HEH/mlm
Encls.

NAEB HEADQUARTERS
1346 Connecticut Avenue
Washington 36, D.C.

SAMOA ETV PROJECT
Detail of Charges
Dec. 22, 1962-May 31, 1963

Budget Item	Description	Amount
(a)		
(b)(1)	Design Engineering	$ 10,376.68
(b)(4)	Chief Engineer's Salary	4,024.40
(c)	Project Director's Salary	2,331.57
(d)(1)	Consulting Services	2,590.64
(d)(2)	Travel for Design Team	4,948.77
(d)(4)	Travel to Samoa for Permanent Engineer	1,469.00
(e)	Travel for Project Director	650.22
	Communications	354.54
	Total - Direct Costs	$ 26,745.82
(f)	Administrative Cost-15% of Direct costs	4,011.87
	TOTAL:	$ 30,757.69

NAEB HEADQUARTERS
1346 Connecticut Avenue
Washington 36, D.C.

SAMOA ETV PROJECT
Summary of Salaries Paid
Dec. 22, 1962-May 31, 1963

Budget Item	Description	Amount
(b)(1)	Chief Engineer's Salary (Henry Cronin) (13 days in January, 13 days in February, and March, April, & May @ $1,000 a month, plus Social Security)	$ 4,024.40
(b)(4)	Project Director's Salary (Vernon Bronson)(1) (Half-time - March, April, May @ $750 per month, plus Social Security)	2,331.57
(c)	Consulting Services (William Kessler)(2) (January, February, March, April, May @ $500 per month, plus Social Security)	2,590.64

(1) Although Bronson actually started working on the Project on Dec. 22, 1962, his salary was not charged to the Project until March. This will enable him to continue on the Project until Feb. 28, 1964 to insure its successful completion without cost to the Project in excess of the $9,000 alloted by the Project budget.

(2) Serves as Chief Consulting Dezing Engineer, supervising the work done by the engineering firm of Smith Electronics, Inc.

Harry R Flynn Jr
PO Box 1207
Pago Pago
Samoa

Circle
MLMV
George

N.A.E.B.
1346 Connecticut Ave N.W.
Washington 6, D.C.

Dear Sirs:

We have yet to get into our offices here as we have no building yet. I will have to recieve all my mail in my personal Post Office box.

The new address will be:

Harry R Flynn Jr
P.O. Box 1207
Pago Pago
Samoa 96920

Thank you very much.

Harry R Flynn

CONTRACT

American Samoa Project

The following agreement, entered into this 2nd. day of January, 1964, shall constitute a contract between The National Association of Educational Broadcasters, hereinafter referred to as the party of the first part, and William J. Kessler, P.E., hereinafter referred to as the party of the second part.

The Parties hereto do hereby mutually agree and covenant to the following:-

The party of the first part retains the engineering and consulting services of the party of the second part for an indefinite period of time, which shall in no case extend beyond December 31, 1964, to perform certain acts and services as shall be hereinafter enumerated.

The Part of the second part shall act as project and consulting engineer for the Educational Television Project in American Samoa during the year 1964. In this capacity, the party of the second part shall satisfactorily perform the following services in relation to the said project within the specified limitations:

1. Furnish all required engineering relative to the television and microwave propagation and reception problems involved in the said project.
2. Locate site on the island of Ofu for the necessary translator site.
3. Supervise the preparation of an inventory of all equipment.
4. Prepare a final report for submission to the Government of American Samoa with a detailed layout of the installation.
5. Furnish a report of all special tests made of equipment, and a report of all tests made relative to propagation and reception in the system.
6. Supervise the scheduling of the necessary artisan labor during the critical stages of the installation.
7. Break in the operational crew, and check out the operational phases of the completed installation.
8. Coordinate the installation of receiving systems at each school and village site.
9. Avise the representatives of the party of the first part on all technical and engineering matters pertaining to this project.
10. Supervise final system test and performance evaluation.
11. Furnish to the party of the first part a Certificate of Completion.

For the faithful performance of the above listed acts and services at such times as are expedient and mutually agreeable, the party of the first part shall pay to the party of the second part a sum of six thousand dollars ($6,000.00), and in addition shall furnish such transportation as may be necessary to carry out the specified duties, together with necessary per diem allowance for living expenses, providing that such travel and such expenses do not exceed the standard set by regulations of the U.S. Government.

The party of the second part may employ any other qualified engineer to assist him in carrying out the above acts and services, providing such engineer or engineers work under his direct supervision, and further that the party of the second part assume full responsibility for any fees or salaries resulting from such employment.

It is mutually agreed that the party of the second part is not relieved of repsonsibility for any of the above emumerated acts or servic es regardless of the time of the payment of the stipulated fee by the party of the first part; however if acts beyond the control of the party of second part caused by the party of the first part shall prevent the completion of the terms of this agreement during the yeear 1964, then the contract shall be construed as having been completed and the obligation discharged.

Signed:

Wm.J. Kessler, P.E.
Wm.G. Harley or
H.E. Hill

April 17, 1964

Mr. William Kessler
3857 W. University Drive
Gainesville, Florida

Dear Bill:

I hadn't answered your letter of April 4, because I had anticipated seeing you at the Region II meeting in Columbia. I understand there were sudden conflicts which prevented your attendance - sorry that we didn't get to see you.

You are correct in assuming that the transportation and per diem of the assistant you take along to Samoa are to be covered outside of your fee --- in other words, we are responsible for such expenses.

The matter of the signature should present no problems at all, so we won't worry about it.

We will be processing for payment the statement for $6000 before the end of the month, but we may hold up the actual mailing of the check until a little later. I presume that Vernon discussed this with you and that this is all right with you.

Regards,

Harold E. Hill

HEH/mlm
cc: Mr. Vernon Bronson

NAEB

W. J. KESSLER, P.E. [illegible] W.
Registered Professional Engr.
3857 West University Avenue
Gainesville, Florida

Saturday April 4, 1964

Dear Harold,

Please excuse the handwritten letter but typists are hard to locate on week ends.

The terms of the attached signed contracts are essentially as Vernon and I discussed and agreed to in Miami. During these discussions I indicated to Vernon that each of my trips to Samoa (probably two) would have to be restricted to periods not to exceed one month. I recognize of course that the transportation costs could be reduced by wrapping the project up in one trip of long duration, but the nature of the project is such that this does not appear to be practical. Furthermore, much of the paper work - particularly towards the wrap-up, can be done best in my office.

Regarding the NAEB transportation budget for the Samoan Project, the contract does not specifically state that transportation, as well as living expenses, are to be provided for the Engineering Assistant I plan to take to Samoa, although I understand that this is the case.

You will note that my first name of the

NAEB

W. J. KESSLER, P.E.
Registered Professional Engr.
3857 West University Avenue
Gainesville, Florida

signature on the contract is spelled out. I usually use my initial only to agree with my seal. Should this present any problem (or irregularity), I shall be happy to resign a new revised page. Attached also is a statement as suggested by Vernon to cover the billing. The dates on this statement are for "bookkeeping" purposes only.

I shall be in Chicago attending the NAB Equipment Show and Conference from April 5 through the 8th and in Columbia, So. Car. from April 10th through 11th. I shall see you there in the event you plan to attend. Please extend my regards to Bill Harley and the Staff.

Regards
Bill

My Samoa File

COOPERATIVE INSTRUCTION BY TELEVISION

IN

THE SECONDARY SCHOOLS OF AMERICAN SAMOA

AN OUTLINE OF THE

ORGANIZATION AND PROCEDURES

TRANSITION

Universal secondary education in American Samoa will be beginning its fourth year in the school term of the years 1965-66. In order to provide adequate plant facilities for the increasing high school population, and to distribute such facilities among the population centers of American Samoa, new high school buildings are being constructed at Leone and Manua, and the high school plant at Utulei will be modified and adapted to the changing program.

During this period the entire secondary program will be involved in the change-over from the traditional classroom system to the cooperative system of instruction by television. The instructional television system is designed to provide equal learning opportunities in all the secondary grades in all the high schools in American Samoa. It is also designed to make possible a gradual build-up of Samoan instructional personnel and administrative staff. During the period of change-over, it is possible that there will be some confusion and some disadvantages encountered, because the change-over will not only entail a reorganization of class schedules, a transition from small classes to large classes, and a new approach to study and other reinforcement activities, but also the opening and staffing of two new high school organizations. However, much of the possible confusion during this period will be eliminated if the entire staff and faculty of the secondary education department have an adequate understanding of the nature of the change-over, the methods that will be used, the goals to be achieved, and are mutually helpful in achieving such goals.

To effect the application of television instruction to the secondary schools, it will be necessary to make some basic changes in the organization of courses and in the general scheduling of classes. Each of the three high schools will operate on approximately the same class schedules, and all students taking the same subject at the same grade level and/or the same achievement level will be scheduled at the same hour and will receive all basic informational and conceptual instruction by television.

The new buildings at Leone and Manua have been designed to facilitate the new class structure. The buildings at Utulei will be modified and extended to accommodate the new patterns of organization.

BASIC CHANGES

1. STRUCTURE

   There are three basic changes that will affect the secondary school system in American Samoa in the introduction of the new system of instruction. The first is structural in nature. The structure of the classrooms will be different. They are designed first and foremost to accommodate large class groups that can be supervised, directed, and motivated by a single teacher. They are also planned to have maximum flexibility so that they can accommodate areas for individual study, and small special and remedial classes without impairing the efficiency of the instruction in the large central group. The basic structure of the new system will also be changed by the inclusion of the television receiver and the television studio as an integral part of its function.

2. STAFF AND FACULTY

The second basic change will be in the make-up and organization of the staff and faculty. Each of the high schools will have an American Principal who not only understands secondary curriculum, but who is experienced in the cooperative television technique of instruction. Each American high school Principal will be assisted by a Samoan Vice-Principal.

In addition to the American Principal, there will also be qualified Americans as supervisors of classroom instruction. At Utulei and at Leone there will be two American instructional supervisors, and at Manua there will be one.

It will be the responsibility of the instructional supervisors to actively supervise the procedures and the activities in the large class rooms. They will guide the native Samoan teachers in their subject-to-subject, period-to-period, and day-to-day efforts in relation to the basic instruction being received by television. The American instructional supervisors will also act as liaison personnel, in conjunction with the Principal, with the American television subject-matter teachers, and with the supervisor of secondary television instruction. It will also be the responsibility of the instructional supervisors, under the direction of the Principal, to conduct regular and continuing in-service teacher education for the Samoan secondary teachers. Such in-service teacher education, of course, shall be designed to reinforce and improve the techniques of

the instructional television methodology.

In addition to the indicated supervisory personnel, there will be employed in each subject area a sufficient number of native Samoan teachers to conduct the television classes at each grade level. Samoan instructional personnel will also be employed to conduct or supervise any small or special study groups. The Samoan teachers, in large or small classrooms, will be directly responsible to the instructional supervisors to whom they may be assigned.

Such guidance counselors as are considered to be necessary shall be employed from available Samoan teaching personnel. The work of such guidance counselors in all the high schools shall be under the general supervision of an American guidance counselor employed in the Department of Education.

In the area of music and physical education, the instructional personnel in each of the high schools shall be native Samoans, and in each of these areas they shall be under the general supervision of a Supervisor of Physical Education, and a Supervisor of Music and Band on the staff of the Department of Education.

In home-making education, the teachers in the high schools shall be native Samoans, and they shall be under the general supervision of the television home-making teacher who will provide the basic instruction and direct the general activities in the classrooms. Art and hand crafts, to the extent that it is desirable, will be

in the same way as home-making education.

Vocational education or skills training will employ Samoan instructors in the shops and classrooms. The Samoan vocational teachers will be under the direct supervision of a supervisor of vocational education on the staff of the Department of Education. Academic classroom work and related technical instruction for vocational students will be received by television in the same manner as all other basic instruction. The scope and sequence and relative difficulty of such related vocational instruction shall be determined by the supervisor of vocational education in conjunction with the supervisor of television instruction.

The basic teaching staff in the secondary system will consist of a qualified television teacher for each subject matter area of the curriculum. These teachers will be assisted by a Samoan counterpart, by adequate qualified research teachers, and producer-directors. The secondary television instructional staff shall be directly supervised by the supervisor of secondary television instruction. The supervisor of secondary television instruction will maintain systematic liaison with the classroom supervisors of instruction, and through them with the Samoan classroom teachers. The supervisor of television instruction will make an effort to bring together the subject matter television teachers and the classroom personnel at such times and as often as is consistent with maintaining a satisfactory instructional program.

The last major element in this faculty and staff change is the Curriculum Development Committee. More will be said about the curriculum later; but the make-up of the curriculum committee must necessarily include the supervisor of television instruction, the classroom instructional supervisors, the Principals of the schools, and the Director of the Department of Education as ex officio chairman. This committee must be a permanent and continuing committee and must be concerned with the responsibilities that will be enumerated under the reference to curriculum.

3. METHODS

The third basic change after structure, staff and faculty is in the general methodology of instruction. Heretofore, in the secondary schools of American Samoa, instruction generally has been the responsibility of a single subject-matter teacher in a more-or-less self-contained classroom. In the new system of cooperative instruction by television, the core of the instruction will be by television. The development of the scope and sequence and depth of each course of study will be the result of a cooperative effort on the part of a group of qualified persons and will be subject to continuing constructive criticism and modification. The activities of the classroom conducted by the Samoan teachers under the supervision of the classroom instructional supervisors will be designed to amplify, relate, and reinforce ideas and understandings developed through the television lessons.

When each lesson of each course of study is planned for the television presentation, there will be a concomitant planning of drill, investigation, self-study, and other reinforcement activities in the classroom and outside the classroom following the television lesson. This, of course, strongly suggests that each class in each subject area in all the schools will be doing the same thing at the same time in their non-television activities. As far as general directions go, this is true; but the extent of initiative, creativity, organization and energy that goes into the development of the reinforcement activities in the classroom is the range of latitude between what happens in one school or in one class and another.

The structuring of the basic course of study and the uniform quality of instructional presentation on television enhances the potential of equal learning opportunities for all the children in American Samoa, but it does not stifle nor inhibit in any way creative activities designed to reinforce learnings and to enable the Samoan child to relate his learned concepts and ideas to his own needs, aspirations, and environment.

It will not be easy for some who have been trained in traditional methods to recognize the value of the classroom activities' being basically structured and designed to reinforce the prime instructional experience coming from television. Nevertheless, it is important and necessary to the success of the new instructional program that all educational personnel completely and whole-heartedly involve them-

selves in the cooperative process. It is only by complete co-operation that a cooperative program of planning and teaching can be successful.

SUBJECTS TAUGHT BY TELEVISION

There has been some question as to what subjects would be taught by television. The ultimate penetration of the system of co-operative instruction by television into the curriculum cannot be precisely anticipated at this time. However, in the beginning of this system provisions will be made for the teaching of all basic subject matter at all grade levels.

The science laboratory areas in the new secondary schools at Leone and Manua, and in the modification of the school at Utulei, are being constructed with special four-student laboratory tables, each of which will be equipped with its own television receiver for basic laboratory demonstration and instruction. The problem here will be one of supervision and of discipline.

In business education, typing, shorthand, bookkeeping, filing, etc. will be taught by television and can be so arranged in classes that large groups can be taught as easily as small groups. In all skill areas where "doing" is a more significant part of the learning process, only the related technical and academic subjects will be taught by television; and they will be taught in direct relation to the shop experiences.

In the beginning of the secondary television school program, there will be a "core" program in the ninth grade and possibly in the tenth grade which will be taught in much the same manner as an elementary school curriculum. This will be necessary because of the present low level of achievement among the Samoan students who will be entering the ninth and tenth grades at this time; and the core program is expected to bridge the gap between the eighth grade of elementary school and specialized subject matter instruction of the high school.

As long as the core program is continued, it will be taught in large classes, but may be divided into two or more achievement levels as the situation requires.

It is the objective of the planned system, however, to eliminate the core programs in the beginning of the secondary schools as rapidly as possible, and as the better-taught and higher-achieving students move up from the elementary schools in the years ahead to move such students directly into the regular specialized secondary school program.

There will undoubtedly be need from time to time for special remedial classes for slow learners and academically advanced classes for fast learners. If these classes are extremely small or in a particular subject area isolated to one school, it would perhaps be better to use direct classroom instruction; however, if in any subject area these classes are numerous enough, with

the proper scheduling they can be adapted to television instruction.

Even where small, isolated areas of instruction cannot easily be adapted to television, such classes may benefit significantly from supplemental teaching materials generally televised. It will be the policy of the secondary schools to make as much use of this kind of supplemental instruction as possible whenever and wherever it is required.

CURRICULUM

The general areas of curriculum have been pretty well established in the secondary schools in American Samoa. By general areas of curriculum, we simply mean, "what to teach," or the priorities of subject matter. However, the specific areas of the curriculum are not as well defined. By this, we mean not only what to teach, but the scope and depth of the selected subject matter and the sequence in which it is to be taught. The development of these larger and more specific aspects of the secondary school curriculum in American Samoa must be based upon the stated aims and objectives of the educational program, and upon the observed rate of achievement of the students in the secondary schools. Because of this guiding principle, which is in line with the findings of the Educational Policies Commission, the secondary curriculum in American Samoa must be in a continuing process of evaluation and modification; and the persons best qualified for this assignment

are the television teachers, the instructional supervisors, and the classroom teachers. The American television teachers and the American instructional supervisors should all be on the Curriculum Development Committee, and a representative group of Samoan classroom teachers should be selected in equal number to serve this continuing process. The Director of the Department of Education ought to be the ex officio chairman of this committee, but the working chairman ought to be the director of the secondary television instruction.

This committee shall meet at regular intervals and shall consider not only the priorities of subject matter, but subject matter application to grade levels, and to educational objectives. It shall also consider the particular emphasis to be given to the various subject matter areas, the scope of each subject, in the entire program and at particular levels of achievement, the depth of understanding to be achieved, and the sequence in which bits and portions of subject matter are to be taught.

CURRICULUM DEVELOPMENT AND LESSON CONSTRUCTION

Too often there is confusion in educational planning between curriculum development and the development of lessons and courses. Because the preparation of instructional material for television must necessarily be more precise and more orderly, it is important that the two developments be well distinguished from one another. Curriculum development, carried on by the larger committee, must

be guided by the over-all aims and objectives of the total educational program. The development of a series of lessons to constitute a course must be guided by the factors of the teaching-learning process, the principles of educational communication, and the demonstrated rate of achievement of the students.

Because of this, it naturally follows that the effectiveness of instructional procedures must be constantly evaluated and must be modified as may be required in much the same manner as the over-all curriculum.

TESTING

This brings up the matter of testing in the cooperative television instruction program. By testing, we usually mean some scheme of determining the specific achievement of a student during any given period or a device for measuring the retention by a student of specific learnings. No precise or foolproof ways have yet been devised to accomplish these objectives. Certainly most of the traditional methods of testing for learning have been less than satisfactory. In spite of this, it is important that some degree of measurement be applied to both the ability and the inclination of the student to learn. But such a device should be primarily a measurement of the teachers' ability and success in motivating the student and guiding him to learning.

In the instructional television system, any device for testing the students must be, as in all the rest of the process, a co-operative effort among all of the instructional personnel involved. Such a device may consist of required activities producing required results and supervised by classroom teachers; it could be study or research assignments given by the television teacher and written results cross-graded in the classroom; or it may be a quiz-type of procedure with questions asked and answers checked by teachers or students. Whatever the device, it must be something that will apply to the particular situation existing in this system at this time and understood by both teachers and students. In any event, there must be one guiding principle in developing tests and measurements for a secondary television school system--whatever is done must be as much of a teaching device, as a learning reinforcement device, as it is a testing device.

INSTRUCTIONAL MATERIALS

It will be possible for the secondary television schools to use a great deal of commercially-produced material and some textbooks from the United States. In spite of this, there are certain areas where really effective materials will have to be produced in Samoa and oriented to the particular instructional needs of the Samoan students.

Such material will not only be needed in the television production center for direct instruction, but will be needed in the classrooms for follow-up and reinforcement activities.

Much of this material can be produced in the television instruction--production center. But each of the high schools will be provided limited facilities for producing and reproducing as much specific reinforcement material as possible. It will be the responsibility of the instructional supervisors in each of the high schools to instruct the Samoan classroom teachers and to assist them in producing such material. In the production of any instructional material there will be a coordination of effort between the television instruction-production center and the library-material center of each of the high schools.

In the follow-up reinforcement activities in the regular television classes of the high schools as well as in any small or special instruction classes, the use of audio-visual materials will be emphasized. Each school will be provided with an adequate number of 16 mm. projectors, slide and film-strip projectors, and overhead projectors. Each school library-materials center will have an adequate number of models--charts, and other materials subject to recurring use in the various subject areas for the use of specified and structured reinforcement activities.

In summary, the secondary instructional television program in American Samoa is designed to make the maximum use of a minimum number of American teaching and supervisory personnel during a developmental period in which as many Samoan teachers, supervisors, and technicians as possible will be used and up-graded to the extent of their abilities. It is also designed to provide maximum and equal learning opportunities to all Samoan children and to raise the level of achievement among the school children of American Samoa at a more rapid pace than has heretofore been accomplished.

The end objective of the total effort is to provide the Samoan people with an adequate, modern educational system that will be within their social and economic resources.

Samoa file

Dear Vernon and Bill: Will you please prepare a statement to help me collect this, and forward it to me as soon as you can? Thanks.

March 11, 1965

Mr. Monroe Blackwell
Accounting and Disbursing Officer
Government of American Samoa
Pago Pago, American Samoa 96920

Dear Mr. Blackwell:

Reference is made to a letter to you dated March 3 from Mr. J. Parker Bailey, our accountant.

In order to be fiscally accurate, Mr. Bailey advised you of the fact that we had erroneously omitted a portion of one of Mr. Vernon Bronson's travel vouchers, and under your interpretation of the situation, further adjustment should perhaps be made.

Under the circumstances we felt obligated to call this to your attention since you felt that certain per diem should be disallowed. However, I must strongly protest your disallowance of this item because it is my understanding from Mr. Bronson and Mr. William Kessler that they were not provided with housing and meals in lieu of per diem. Therefore, I have asked Mr. Bronson and Mr. Kessler to provide me with a certified statement setting forth the facts of the case. When I have received these, I will forward them to you with a bill for reimbursement.

In view of the excellent fiscal relationship we have always had with your office, I am sure the matter can be worked out to everyone's satisfaction once we provide you with supporting data. Meanwhile, I just wanted to let you know that, even though Mr. Bailey correctly informed you that not enough had been deducted according to your interpretation, we are protesting the disallowance and will provide you with another bill at the proper time.

Sincerely,

Harold E. Hill

HEH/mlm
cc: Vernon Bronson
William Kessler
blcc: Parker Bailey

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